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| **COLEGIO COLOMBO BRITÁNICO**  **SCHOOL YEAR 2010-2011**  **LEARNING EXPERIENCE PLANNER** | | | | | | | | | | | |
| **Grade:** Kinder | | **Unit:** 3  INTRO EQUATIONS WITH NUMBER BONDS (NUMBER) | | | | | **Driving  Supporting Discipline-Specific** | | | | |
| **Modality**  Visual  Kinaesthetic  Auditive | **Style**  Mastery  Understanding  Interpersonal  Self-expressive | | | **Intelligences** | | | | **ASSESSMENT**  DiagnosticFormative Summative | | | |
| Visual-Spatial  Verbal-Linguistic  Kinaesthetic  Logical-Mathematical | Musical  Interpersonal  Intrapersonal  Naturalistic | | | **Strategies**  Observation  Performance Assessment  Process-focused  Selected response  Open-ended Task  Other | | **Tools**  Rubric  Exemplars  Checklist  Anecdotal Records  Continuum  Other | |
| **Achievement Indicators:** Writes equations for number bonds. | | | | | | **Skills:** adding  Maths K | | | | | |
| **Materials:** counters or rods, chalk, maths notebook | | | | | | **Grouping by readiness**  Individual  Pairs  Small group  Half group  Whole group | | | **Co-teaching** | | |
| **Whole group**  One teach-one drift  One teach-one observe  One teach-one assist  Team-teaching | | **Small Group**  **Alternative**  Parallel  Stations |
| **Date:** Week 19 0n (Jan 17-21/11) | | | **Time:**  45 min | | |
| **Description** | | | | | | | | | | | |
| **Opening:** Teacher says, **“**We are going to make equations for number bonds, who knows what is an equation?”  “An equation is a sentence used in maths; we use numbers instead of letters.”  Introduce the universal symbols **+** and **=**. Explain to them that **+** means “and”, it is called the “addition symbol”, we read it “plus”.  **=** means that everything on the left is “equal” to the right, it is called the “equal sign”, we read it “equals to”. | | | | | | | | | | | |
| **Main Activity:**       Take all the bonds for # 4 and put them in order on the floor. It is better if you build it with objects with the chn. For example:            Then write on the floor (with chalk) the equation with them next to the bond, making emphasis on the symbols and reading the addition sentence every time like this: Teacher asks, “***How many black stars?”(***chn say the number), teacher says and writes ***+***, “***plus***”… teacher asks, “***How many white stars?”*** (chn say the number), teacher says and writes ***=***, “***equals***”… (chn say the answer). Repeat this for every bond. For example:  4 + 0 = 4  3 + 1 = 4  2 + 2 = 4  1 + 3= 4  0 + 4 = 4  If it is not clear for everyone, model the same procedure with another number. | | | | | | | | | | | |
| **Closing:**  If it is clear, ask them to write the equations for all the bonds they already have organised in their notebooks.  [Ver imagen en tamaño completo](http://www.communication4all.co.uk/Screen%20Shot%20Images/LBNB.png)  **IMPORTANT NOTE:** As the chn have to complete number bonds until #10, they should write all the equations for each. | | | | | | | | | | | |